Classroom Experiences

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Al Abdallat, Zeina Mohammad
Classroom Experiences/ Zeina Mohammad Al Abdallat.-
Amman: Dar Almaamoun for Puplishing & Distribution, 2013.
(140)P.
Deposit No.: 2013/10/3586
Descriptors: Lerning Methods/Teaching Methods/

ISBN ردمك



Classroom Experiences

Zeina Mohammad Al-Abdallat



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ICT lessons Integrated with New Methods of Teaching

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ICT Lesson Based on Problem Solving

Lesson plan
Air Pollution

Class/Level: 8th Grade
Number of Classes: 1

Lesson: Air Pollution

Horizontal Integration: Science

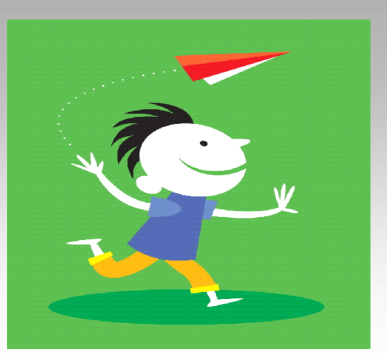
Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	**Duration**
			Strategy	Tool		
1- To understand the meaning of air Pollution precisely without mistakes. 2- To compare between the causes and effects of air pollution clearly at least 2. 3- To find solution for the air pollution problem correctly and at least 3. 4- To design a report about the problem on	*Internet *PowerPoint Mindmapper * Smart Draw Microsoft Word Magazine from the library Workbook p.60 Computers and Data Show movie	1- Group work: (Learning together). 2- Activity based learning – oral presentation. 3- Critical thinking: met cognitive skills, and analysis. 4- Problem Solving	1-performance – based assessment: presentation. 2- Random observation.	Rubric (5marks)	1- Task 1: T warms up by students asking them to read the problem and think about it. After they read the problem, they think about it carefully, and analyze it when they answer the questions below: Questions What's the problem? Why did his father want to change his home? Why did Ali go to the hospital? Final Product: 3 slides of PowerPoint Presentation - T tells students that they are a group of active scientists who	5M 3 m

PowerPoint and make hyperlinks with smart draw and kidspiration programs 5- To avoid polluting the air and learn to preserve nature.					work in the Royal Society of Conservation of Nature in Jordan. Ali’s brother who works as a reporter in AL-Ghad Newspaper came to them and ask them to help in solving his problem in stopping the air Pollution coming from factories. 3- They meet together and decided to work in 4 groups. Each expert from each group will sit down a final meeting to present a report about: 1- The problem& its harm 2- Causes 3- Effects 4- Recommendations and Ways to help Ali 4-2- T divides the class into 4 groups of 5 students. Each student has aspecific role in the group: writer, organizer, timer, presenter and searcher.(Students are divided intentionally according to their academic levels).	2m 15

					5- Students are going to choose their group and answer worksheet (on Microsoft Word). They choose your group and Start! 6- Task 2The problem& its harm Group 1: Surf the following worksheetwebsite to answer air/articles/com.buzzle.www://http html.facts-pollution- Final Product: A PowerPoint Presentation of 3 slides about the problem and its harm. Task 3: The Causes Group 2: Read the magazine given to you from the school library and answer the questions ,the worksheet Final Product: A smart draw file about the causes of air pollution. Don't forget to put pictures from www.yahoo.comthe website Task 4: The Effects: Surf the following website: http://library.thinkquest.org/26026/Environmental_Problems/air_poll_effects.htmlution_-	10m 5m

					to answer the questions in the worksheet . Final Product: design the effects on mindmapper Program Task 5: Recommendations: Group 4: Surf the following worksheetwebsite to answer the air/articles/com.buzzle.www://http html.facts-pollution- Final Product: Recommendation to Ali and His Brother on Microsoft Word 7- T shows them the rubric. 8- It’s time to share ideas with other groups. Each expert from each group is going to move to other groups then go back to the original group. 9-Students will give a final report on PowerPoint about the problem (Don’t forget to make hyperlinks with the smart draw and mindmapper files) to give it to Ali’s brother to help Ali and publish the report in Al-Ghad Newspaper.	

					10- T ends the class with a movie: Task 6: For all the class: They are going to watch an exciting video, then answer the questions below: /watch/com.metacafe.www://http let_the_natur/3175527 /e_breathe_save_earth *Do you agree that we should let the Earth breathe? *Is it our responsibility to save the nature? Why, do you think? 11- T assigns homework:ex:1,2 in the workbook p.60.	



Ali is a very active boy who lives in Zarqa beside the glass factory. His father always says that he wants to change his home and moves to the village.



One day, Ali became very tired, he woke up in the morning couldn't breathe and he started to cough a lot. His brother who works in Al-Ghad Newspaper in Jordan took him to the hospital.

Task 1 (Think About It)
(All Groups)
10m

Dear Students,

After you read **the problem**, think about it carefully,
and **analyze** it when you answer the questions below:

Questions
What's the problem?
Why did his father want to change his home?
Why did Ali go to the hospital?

Final Product: 3 slides of PowerPoint Presentation


Air Pollution

What are the outcomes of our lesson today?

1- To understand the meaning of air Pollution precisely without mistakes.

2- To compare between the causes and effects of air pollution clearly at least 2.

3- To find solution for the air pollution problem correctly and at least 3.

4- To design a report about the problem on PowerPoint and make hyperlinks with smart draw and kidspiration programs

5- To avoid polluting the air and learn to preserve nature.

Live the experience of Experts' Meeting!!

You are a group of active scientists who work in the Royal Society of Conservation of Nature in Jordan. Ali's brother who works as a reporter in AL-Ghad Newspaper came to you and ask you to help in solving his problem in stopping the air Pollution coming from factories.

Instructions

You meet together and decided to work in 4 groups. Each expert from each group will sit down a final meeting to present a report about:

1- The problem& its harm

2- Causes

3- Effects

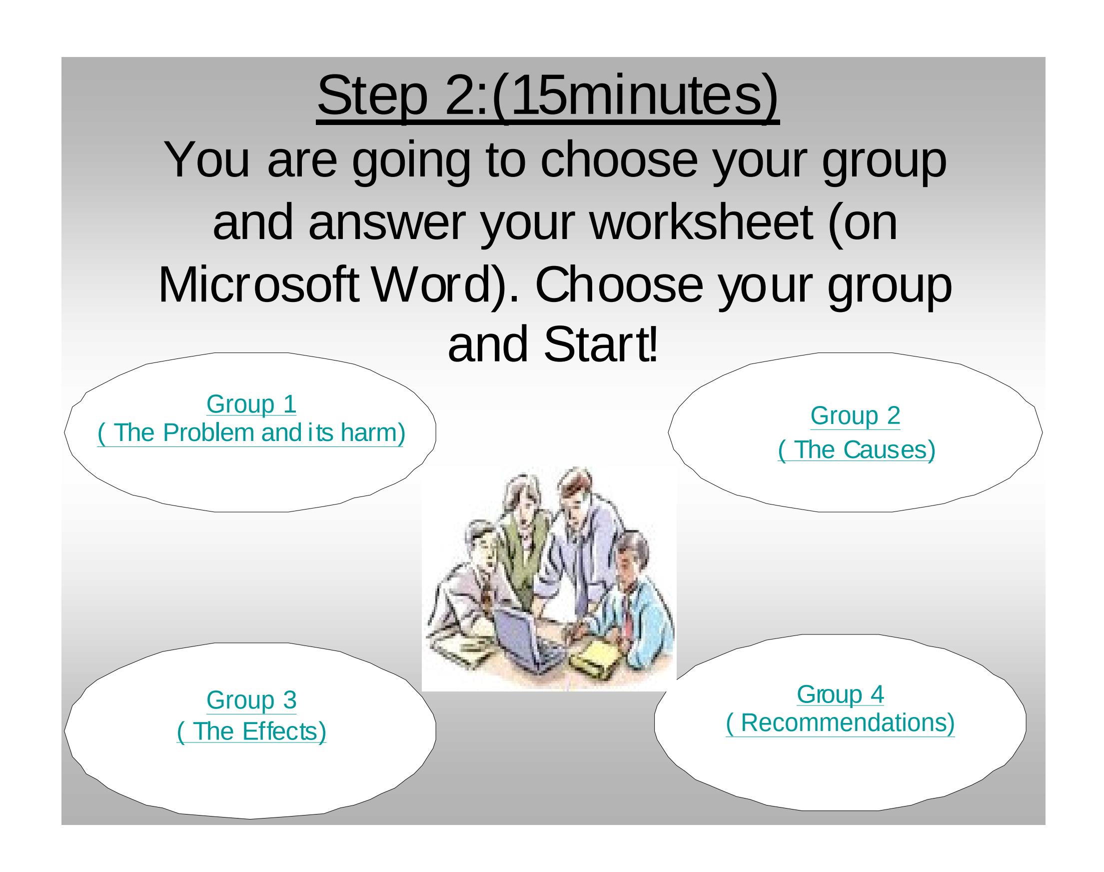
4- Recommendations and Ways to help ALi

Dear students,

To know more, let's do the following steps

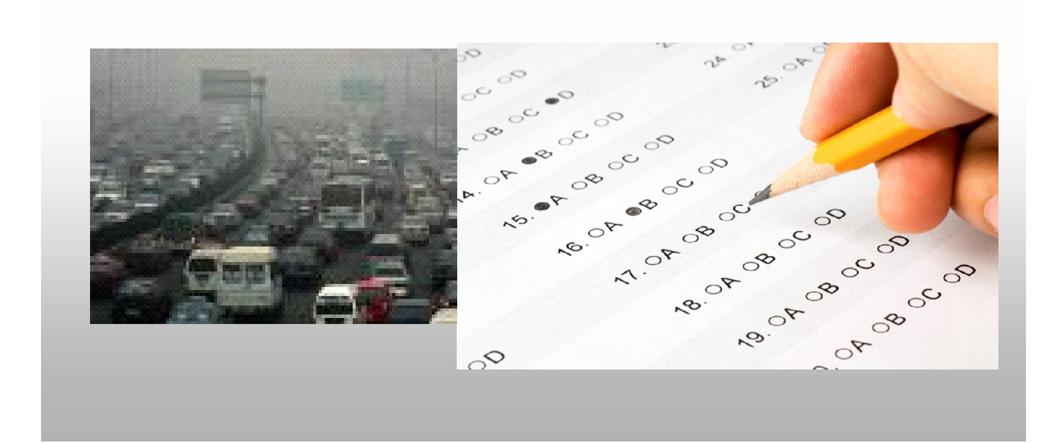
Step 1: (2minutes)

Divide yourselves into 4 groups of 5 students. Each one of you has a specific role in the group: writer, organizer, timer, presenter and searcher.


Step 2:(15minutes)
You are going to choose your group and answer your worksheet (on Microsoft Word). Choose your group and Start!
Group 1
(The Problem and its harm)
Group 2
(The Causes)
Group 3
(The Effects)
Group 4
(Recommendations)

How are you going to be assessed?

If you want to know the standards of your evaluation click on rubric



Task 2 (15m)
The problem& its harm
Group 1



Surf the following website to answer the questions in the worksheet

http://www.buzzle.com/articles/air-pollution-facts.html

Final Product: A PowerPoint Presentation of 3 slides about the problem and its harm.

Task 3 (Causes) **(15m)**

Group 2

Read **the magazine** given to you from the school library and answer the **questions in the worksheet,**

Final Product: A smart draw file about the causes of air pollution.

Don't forget to put pictures from the website: www.yahoo.com

-

Task 4 (15m)
Group 3(The Effects)

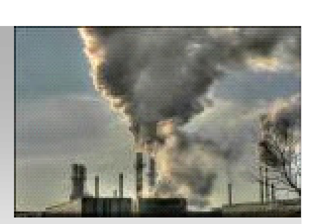
Surf the following website:

http://library.thinkquest.org/26026/Environmental_Problems/air_pollution_-_effects.html

to answer the questions in the worksheet.

Final Product: design the effects on mindmapper Program

Task 5 (15m)
Group 4(Recommendations)



Surf the following website to answer the worksheet

http://www.buzzle.com/articles/air-pollution-facts.html

Final Product: Recommendation to Ali and His Brother on Microsoft Word

Experts' Meeting

It's time to share ideas with other groups. Each expert from each group is going to move to other groups then go back to the original group .



Give a final report on Powerpoint about the problem (Don't forget to make hyperlinks with the smart draw and mindmapper files) to give it to Ali's brother to help Ali and publish the report in Al-Ghad Newspaper.





Task 6
The whole Class
A movie



You are going to watch an exciting video, then answer the questions below:

http://www.metacafe.com/watch/3175527/let_the_nature_breathe_save_earth/

*Do you agree that we should let the Earth breathe?

*Is it our responsibility to save the nature? Why, do you think?

Bravo!!!!!!!!!



- Excellent!!!!
- Great Efforts!!!!
- I am so proud of you!!!
- Thank you



Guess what's your homework for tomorrow?



Yes, it's to do exercise 1,2 p.60 in the work book!!!!

Thanks for your interesting class!
See you tomorrow, inshallah!

Questions For Task 2
Group 1 (The problem and its harm)

What is Air Pollution?

____

____

____

How did Air Pollution affect Ali’s health negatively?

____

____

____

Why is air pollution so harmful?

____

____

____

Questions For Task 3
Group 2 (Causes)

How can factories cause air pollution?

____

____

____

What are the causes of air Pollution? Write 2 at least.

____

____

____

What is the most important cause of air pollution, in your opinion?

____

____

____

Questions For Task 4
Group 3 (Effects)

1- Name 3 effects of Air Pollution coming from factories?

____

____

____

2- What are the effects on lungs?

____

____

____

3- How can air Pollution affect the human's health in general?

____

____

____

Questions For Task 5
Group 4 (Recommendations)

How can you help Ali in getting well soon?

___

___

___

What pieces of advice can you give him? Give at least 3

___

___

___

How can his brother help him?

___

___

___

Rubric

Group	Total	standard	4	3	2	1
		Members' Co-operation	All the members in the group work. They are all active	4 of 5 students work and the others are just listeners	3 students of 5 work in the group the others are just listeners	Only 1 or 2 students work and the others are just listeners.
		Clear Report	Clear font, attractive(enough pictures), enough information.	Not attractive, clear font, enough information.	No Clear font, not attractive(no enough pictures), No enough information.	No Clear font, Not attractive(enough pictures),No enough information.
		Organization and Good use of resource	No spelling or grammatical mistakes and good use of resource.	Lots of spelling mistakes but no grammatical mistakes, and good use of resource	Lots of spelling mistakes and lots of grammatical mistakes, and good use of resource	Lots of spelling mistakes, lots of grammatical mistakes, and little use of resource

Note: I don't put zero in such activities

Technology Tools and the added Value

Microsoft Word: Answer the worksheets and write the recommendations before deciding the final report.

PowerPoint: Showing their Work and adding multimedia to the final presentation, and write down the final report.

Mindmapper: brainstorm their ideas of the effects of air pollution and present the information they got from the internet.

Smart Draw: draw the information they got about the causes of air pollution.

Movie: To end the class by conclusions about the air Pollution

2- A web Quest lesson

The Brain Power

Outcomes

1- **1-To recognize information about the brain (the parts of the brain, the control center, the two halves).**
2- **To compare between the two halves of the brain.**
3- **To identify the causes and the effects of Zuheimer disease.**
4- **To appreciate Allah's creation of brain.**
5- **To think of ways for helping people who suffer from Al- Zuheimer.**

Introduction **Tasks** **Process** **Resources** **Evaluation** **Conclusion**

Introduction:

You are a student who studies medicine in the Hashemite University in Jordan. Your professor asked you to prepare a presentation about the brain.

Conclusion **Evaluation** **Resources** **Process** **Tasks** **Introduction**

Tasks

Group 1 : Design a movie(The control centre)
Group 2: Find it and map it(Key words about the brain)
Group 3: Act it and sing it (Zuheimer disease)
Group 4: (create your own game)(the two halves)
Group 5: Present it. (The Parts of The Brain)

Conclusion **Evaluation** **Resources** **Process** **Tasks** **Introduction**

The Process

1) **Divide yourselves into 5 groups of 5 students. Each one of you has a specific role in the group: writer, organizer, timer, presenter and searcher.**

2) **(If your learning style is:(visual) then you are in group 1 or 2, if you are (auditory) then you are in group 3, and if you are kinesthetic, then you are in group 4 or 5).**

3) **Each group will work on the task in the specific time (20 minutes).Each task includes a worksheet. You have to answer it in order to complete your task.**

4) **Each worksheet in each task includes internet resources. Surf them so that you can answer your worksheet and finish your task successfully.**

5) **Take into consideration the standards in the rubric while you are working.**

6) **Each team is supposed to present its task in front of the class who will play the role of your professor in the Hashemite University.**

7) **Each group has 2 minutes in presentation.**

8) **Final presentations are:**

1- **Group 1: A movie about the brain as a control center..**
2- **Group 2: A map including the key words about the brain and their meanings.**
3- **Group 3:A song written on Microsoft word including information about the Zuheimer disease.**
4- **Group 4: A Game using kidspiration program about the brain (The two halves).**
5- **Group 5: A PowerPoint Presentation about the brain including pictures and information (The Parts of the brain).**

Introduction **Tasks** **Process** **Resources** **Evaluation** **Conclusion**

Resources

The Control Center

http://www.enchantedlearning.com/subjects/anatomy/brain/index.shtml

Brain Key Words

http://www.enchantedlearning.com/subjects/anatomy/brain/gloss/ary

http://kidshealth.org/kid/htbw/brain.html
www.webster.com

Al- Zuheimer

http://www.alz.org/living_with_alzheimers_just_for_kids_and_te
3-ens.asp
http://www.alz.org/living_with_alzheimers_101_activities.asp

4- The two Halves
http://faculty.washington.edu/chudler/split.html

5- The Parts of the brain
http://library.thinkquest.org/J002952F/favorite.htm

Introduction Tasks Process Resources Evaluation Conclusion

Evaluation:
You are going to be evaluated according to a Rubric

Conclusion Evaluation Resources Process Tasks Introduction

Conclusion
In your opinion, which half of the brain is more important, the left or the right?

What's the most interesting moment to you while you were answering the web Quest?

Your homework for next time is to write an article about the brain. Your source here is the school library.

Group 1
Design a movie
(The Control Center) (20m)

You have decided to present to the professor at the Hashemite University a movie maker about the brain as a control center. Surf the net to answer a worksheet about the brain, then start to design a movie including your answers in the worksheet.

You can surf the net to answer your worksheet:
http://www.enchantedlearning.com/subjects/anatomy/brain/index.shtml

Your worksheet:

1- What are the functions of the brain?

____

____

____

2- When does the human brain reaches its full size?

____

____

____

3- In your opinion, what's the greatest function of the brain that Great Allah give it to us?

____

____

____

4- How does the skull protect the brain?

____

____

____

Group 2:
Find it and map it
(the key words about the brain) (20m)

*You want your presentation to be different, so you've decided to use the mindmapper program to write down the key words of the brain and their meaning. Surf the net to answer the worksheet, then start to map!

You can surf the net to find answers to your worksheet:
http://www.enchantedlearning.com/subjects/anatomy/brain/glossary-
http://kidshealth.org/kid/htbw/brain.html
www.webster.com

Your worksheet

Q1) Give English meaning to:

a. Brain
b. neurone
c. The right hemisphere
d. The left hemisphere
e. Spinal Cord
f. Skull

Q2) Compare between the brain Stem and the Cerebrum?

The Brain Stem(the smallest Part)	The Cerebrum (The biggest Part)

Q3) In yo**ur** opinion, what's the most important word in the glossary? And Why?

___

___

___

Group 3 :
Act and Sing it
(Zuheimer Disease) (20m)

You will present the information you get from your answers to the worksheet in front of your professor at the university and your colleagues as a T.V program. Your roles are:

Surf the following Website to answer the worksheet:
http://www.alz.org/living_with_alzheimers_just_for_kids_and_teens.asp

Worksheet:
Answer the following questions

1-How Alzheimer's disease affects the brain?

____
____
____

2-What are the causes of Al-Zheimer?

____
____
____

3-IN your opinion,how can we help Al- Zaheimer people?

Group 4:
Create Your own Game
(the two halves) (20m)

You have decided to make your presentation funny, so you will create a game using kidspiration after you answer your worksheet about the two halves:

You can surf the net to answer your worksheet:
http://faculty.washington.edu/chudler/split.html

Worksheet

1- What's the difference between the left hemisphere and the right hemisphere according to:

a. Functions
b. The side that they control

	The Right Hemisphere	The Left Hemisphere
Functions		
The side they control		

2- In your point of view, why do are some people left-handed, like your English teacher?

___

Task 5 for Group 5 (15 minutes)
Present it ! (The Parts of the brain)

You will design a PowerPoint presentation of 4 slides about the brain including some pictures and information after you answer the worksheet

You can surf the following website:
http://library.thinkquest.org/J002952F/favorite.htm

Worksheet

1-What are the main three parts?

____

____

____

2-What does the right side of the Cerebrum control?

____

____

____

3-What does the left side of the Cerebrum control?

____

____

____

4-In your opinion, how can I change the names of parts into simple ones?

___

___

___

3- An ICT lesson Based on Co-operative learning

Grade: 8 Rubric for
The Brain Power

standard	4	3	2	1
1-Members' Co-operation	All the members in the group work. They are all active	4 of 5 students work and the others are just listeners	3 students of 5 work in the group the others are just listeners	Only 1 or 2 students work and the others are just listeners.
2-Clear Presentation	Clear font, attractive(enough pictures), enough information, clear voice	Not attractive, clear font, enough information, clear voice.	No Clear font, not attractive(no enough pictures), No enough information, clear voice	No Clear font, Not attractive(enough pictures),No enough information, clear voice

3-Organization and Good use of resource	No spelling or grammatical mistakes and good use of resource.	Lots of spelling mistakes but no grammatical mistakes, and good use of resource	Lots of spelling mistakes and lots of grammatical mistakes, and good use of resource	Lots of spelling mistakes, lots of grammatical mistakes, and little use of resource

Standard	Group 1	Group 2	Group 3	Group 4	Group 5
1					
2					
3					
Total					

Lesson plan

Class/Level: 10th grade
Number of Classes: 1

Date: 27th October 2009

Unit Title: Building for the future
Lesson: 1

Vertical Integration: 9th grade social studies

Horizontal Integration:

Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
			Strategy	Tool		
1-To find information about a famous building and present it. 2- To talk about famous buildings. 3- To answer questions about the 6 famous buildings.	SB p.27 Internet PowerPoint Pencil/paper	1- Group work: discussion and internet. 2- pair work 3- Activity based learning – oral presentation. 4- Critical thinking: met cognitive skills, and analysis.	1- performance – based assessment: presentation. 2- Random observation.	Rubric (5marks)	1- T warms up the students by brainstorming: they say famous buildings they know in the world. 2- T divides the class into 6 groups of 5 students. Each student has different abilities. The roles in the group: writer, organizer, timer, presenter and searcher. 3- T distributes the buildings to the groups. Each group discusses one building. 3-Each group surfs the net to find information and images about one building.	5M 2M 2M 8M (In activities) 8M 2M

					4-T goes round the class, observes, guides, and reminds them of time and helps. 5-Each group designs 3 slides on PowerPoint: one for images, another for information, and the last for their names. 6- Students send to the teacher their work by e-mail or by flash. 7- Each group presents the work in front of the class. 8- T ends the class by asking the students to start doing exercise 2 in the SB P.27 in pair	13M 5m

Day & Date	Section	Period	Fulfilled Outcomes	Homework
27th oct 2009	A+b	1, 6	1,2,3	Complete answering ex: 2 in the sb

The Group Strategy: learning group work: 6 groups surf the net for finding information about 6 different buildings. Each group discusses and presents one building in front of the class. All the students here are learning from each other. I like to use this strategy since it encourages the students to practice the four skills of English when they work together. Also, it gives a chance for passive students to learn at their own pace. In addition, it can make my students more self- confident when they practice the language and see their products (presentation) directly in the class.

Pair work: I ended the class in pair work since my students finish presenting and listening to others, therefore, they need to evaluate their understanding through answering an exercise. The choice of such a strategy is based on my belief that the students still need a little help from each other to finish their required questions.

Famous Buildings





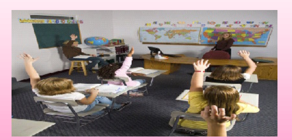


What are the outcomes for our lesson today?

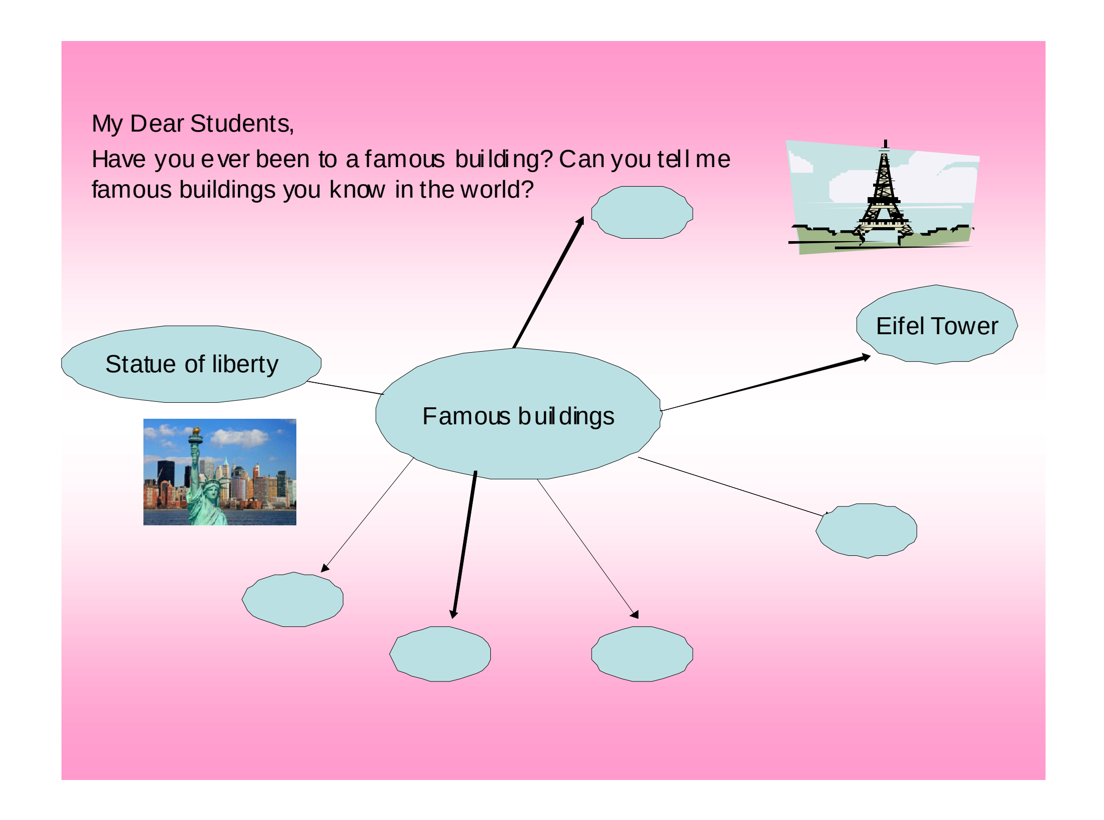
1-To find information about a famous building and present it.

2- To talk about famous buildings.

3- To answer questions about the 6 famous buildings.






My Dear Students,
Have you ever been to a famous building? Can you tell me famous buildings you know in the world?
Statue of liberty
Famous buildings
Eifel Tower

My lovely students,

1- Divide yourselves into 6 groups. In each group 5 students.

2- The roles for members: writer, organiser, timer, presenter and searcher.

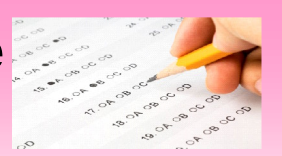


And now, what do you expect to do in your group? Are you in group 1, or 4? Never mind! Just follow my instructions to be in the best group!





How are you going to be assessed in the group?



Name of group	attractive presentations	Good use of websites	Organized work	Good use of time	Answer the questions	Total
	1	1	1	1	1	5



If you are in group 1, follow the steps below:

1- Discuss the " kingdom Center": What is it? Which country is it in? What is it used for? Why is it famous? (2m)

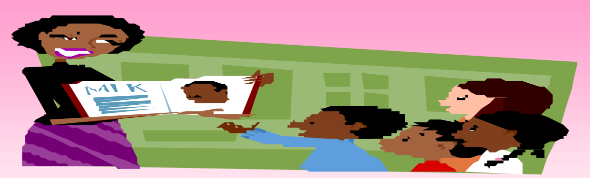
2- Surf the net on the following website:(8m)

http://en.wikipedia.org/wiki/Kingdom_Centre

3- Design 3 slides on PowerPoint: one for information, another for images and the last for your names.(8m)

4- Send your presentation by e-mail or flash. (2m)

5- Present it in front of the class in a creative way: (acting, miming, singing…etc) (2m)



If you are in group 2, follow the steps below:

1- Discuss the " Jordan Gate": What is it? Which country is it in? What is it used for? Why is it famous? (2m)

2- Surf the net on the following website:(8m)

http://en.wikipedia.org/wiki/Jordan_gate

3- Design 3 slides on PowerPoint: one for information, another for images and the last for your names.(8m)

4- Send your presentation by e-mail or flash. (2m)

5- Present it in front of the class in a creative way: (acting, miming, singing…etc) (2m)



If you are in group 3, follow the steps below:

1- Discuss the " The Guggenheim Museum": What is it? Which country is it in? What is it used for? Why is it famous? (2m)

2- Surf the net on the following website:(8m)
http://en.wikipedia.org/wiki/The_guggenheim_museum

3- Design 3 slides on PowerPoint: one for information, another for images and the last for your names.(8m)

4- Send your presentation by e-mail or flash. (2m)

5- Present it in front of the class in a creative way: (acting, miming, singing…etc) (2m)



If you are in group 4, follow the steps below:

1- Discuss the " The PETRONAS Towers": What is it? Which country is it in? What is it used for? Why is it famous? (2m)

2- Surf the net on the following website:(8m)

http://www.petronastwintowers.com.my/internet/pett/pettweb.nsf/flash_intro?OpenPage

3- Design 3 slides on PowerPoint: one for information, another for images and the last for your names.(8m)

4- Send your presentation by e-mail or flash. (2m)

5- Present it in front of the class in a creative way: (acting, miming, singing…etc) (2m)



If you are in group 5, follow the steps below:

1- Discuss the " The Sydney Opera House": What is it? Which country is it in? What is it used for? Why is it famous? (2m)

2- Surf the net on the following website:(8m)

http://www.viator.com/Sydney/Sydney-Opera-House-Tours/d357-stheme?pref=01&aid=yus1244

3- Design 3 slides on PowerPoint: one for information, another for images and the last for your names.(8m)

4- Send your presentation by e-mail or flash. (2m)

5- Present it in front of the class in a creative way: (acting, miming, singing…etc) (2m)



If you are in group 6, follow the steps below:

1- Discuss the “ Burg al -Arab”: What is it? Which country is it in? What is it used for? Why is it famous? (2m)

2- Surf the net on the following website:(8m)

http://www.emporis.com/application/?nav=building&id=107803

3- Design 3 slides on PowerPoint: one for information, another for images and the last for your names.(8m)

4- Send your presentation by e-mail or flash. (2m)

5- Present it in front of the class in a creative way: (acting, miming, singing…etc) (2m)





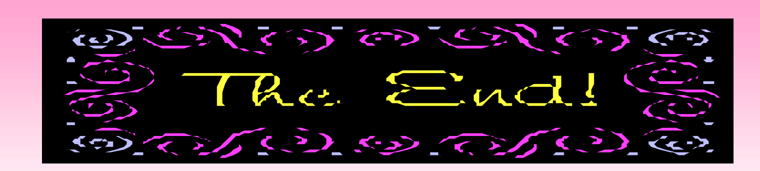
Are you ready for presenting?

Have you chosen your presenter?

Let’s start with Group 1

Bravo!!!!!!!!!

- Excellent!!!!
- Great Efforts!!!!
- I am so proud of you!!!
- Thank you



And now, open your books on p.27 ex:2 in your student book and answer the questions with your friend about each building:

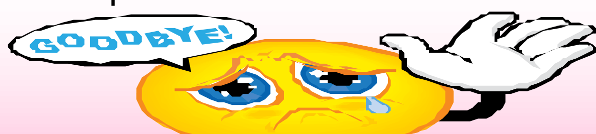
	Photo a	Photo b	Photo c	Photo d	Photo e	Photo f
which country is it in?						
What is it used for?						

Guess what's your homework for tomorrow?





Yes, it's to complete the table at home!!!!

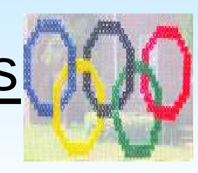


Thanks for your interesting class!
See you tomorrow!

4- **An ICT lesson Based on a Virtual Trip**



The Olympic Games





Class: 8th Grade
Teacher: Zeina Al-Abdallat









What are the outcomes for our lesson today?

- 1- To compare between the ancient Olympic games and the modern Olympic games.
- 2- To explore facts on the modern Olympic Games.
- 3- To express opinions about their favorite sport events.
- 4- To discover a surprise about the following Olympic Games which is going to be held in Vancouver 2010.

My sweet students,

- You are playing today a very nice role; you are going to be an active journalist!
- Al-Jazeerah channel has decided to send you to the Olympics to report back information, images and surprises starting from the ancient time until now! Would you like to travel? So, let's start!

My lovely students,



Do you know about:

- Ancient Olympic Games?
- Modern Olympic Games?
- Paralympics Games?
- The Entry of new sports in the next Olympic Games in 2010?

To know more, let's do the following steps

- 1- Divide yourselves into 3 co-operative groups of 6 students.
- 2- Each student in the group has her own role. The roles are: article searcher, image searcher, writer, designer, helper, presenter. Don't forget to name your group!
- 3- Each group has to choose a paper of the activities distributed by me.
- 4- After you finish doing the activity, present it as a PowerPoint presentation of 4 slides.
- You have only 20 minutes to accomplish your activity.



Which activity have you picked?

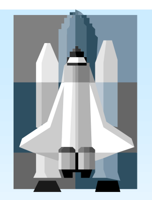
- **Activity(1):** Travel through the net to the following websites to answer the following questions:
- http://en.wikipedia.org/wiki/Olympic_Games#Ancient_Olympics
- http://www.perseus.tufts.edu/Olympics/sports.html

Activity(1): (the questions)

- Where did the first ancient Olympic Games take place?
- What are the ancient sport events? Find pictures for them?
- Which sport was the most exciting ancient sport event in your opinion?
- Who was the founder of the ancient Olympic Games?

Activity (2)

The sites you need to visit:



- http://www.answers.com/topic/olympic-games
- http://www.answers.com/topic/summer-olympic-games
- http://www.answers.com/topic/winter-olympic-games-1
- http://www.answers.com/topic/paralympic-games

Activity 2

(The questions you need to answer)

- Who was the founder of the modern Olympic Games?
- What are the winter Olympic Games?
- What are the summer Olympic Games?
- What are the Paralympics' Olympic Games?
- What do the five rings on the flag represent?

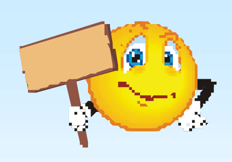
(Activity 3)

- A website needed:
- http://www.olympic.org/en/
- Watch and Listen to the video tape about the interview with the president Jacques Rogge of the International Olympic Committee talking about the new sport rugby and looking back for his first term. Then answer the following questions

Activity (3)
The questions

- Questions you need to answer:
- What does the inclusion of rugby and golf represent for the president?
- Does the inclusion of 2 new sports means the elimination of 2 other sports?
- Looking back at his first term, what were the main achievement?
- How can sport help the youth of the 21st century?

Dear students,



- You can have pictures just if you surf the following websites:
- www.google.com
- www.yahoo.com

- Just type your topic that you want to find pictures about beside the research icon.

How are you going to be assessed?

Name of group	attractive presentations	Good use of websites	Organized work	Good use of time	Accurate presentation	Total
	1	1	1	1	1	5

Sweet Students,

- Be creative in your presentations!
- Remember! Only 20 minutes to finish your activity!
- Who is going to be the first fast finisher group?

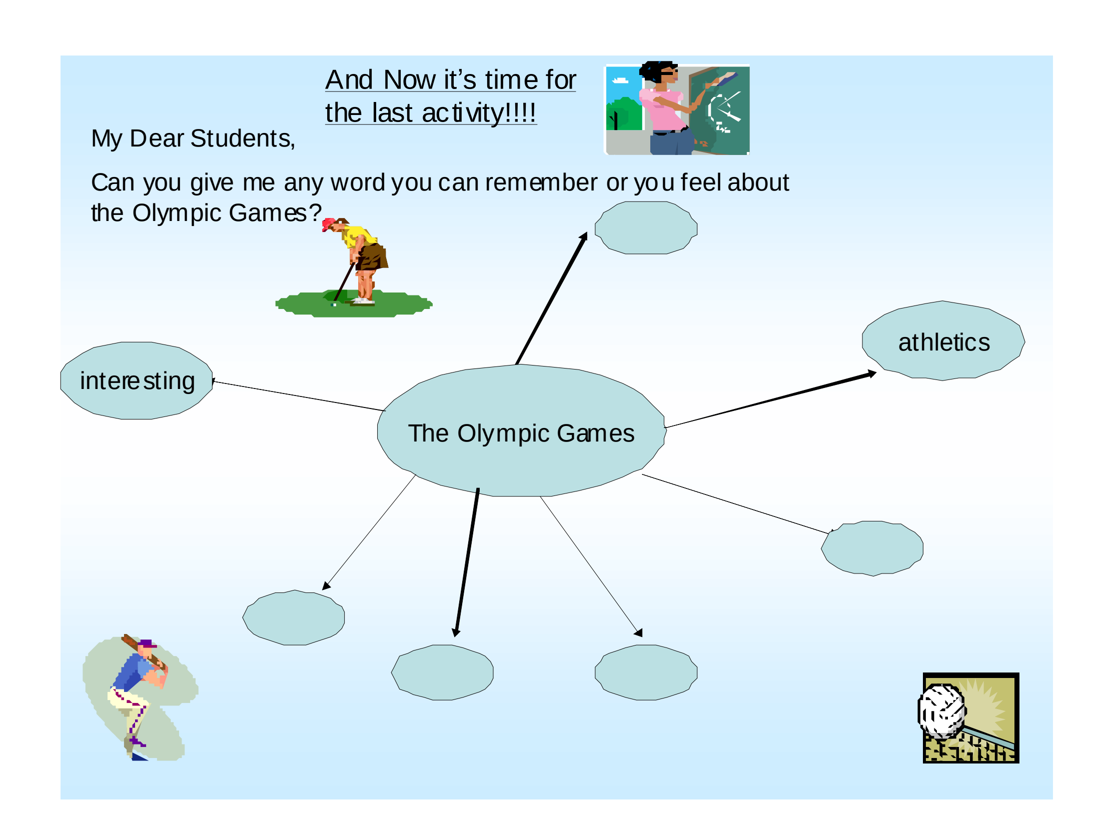
- Now It’s time to present!
- Let’s Start!
- Group 1
- Then group 2
- Then group 3



Well Done!!

- Good Efforts!
- Nice Presentations!
- Rich Information!
- Brilliant!




And Now it's time for
the last activity!!!!
My Dear Students,
Can you give me any word you can remember or you feel about
the Olympic Games?
interesting
The Olympic Games
athletics

- Thanks for your creative presentations and see you tomorrow!!



My Scientific Researches:-

1- Consonant Clusters.
2- Improving Fluency.
3- Using Dictionaries.

Consonant Clusters

1. Motivation:

We are Zeina Al-Abdallat and Kholood Al-Bdoor who are English teachers for 9th Grade. Zeina teaches in an elementary school called princess Rahmeh Bent Al-Hassan School in the first directorate of Amman, while Kholood teaches in a secondary School called Nitl Secondary School. Both of us have students with individual differences concerning the ability to learn the English language. Most of our students like to acquire English but they don't have much self-confidence especially when they are required to speak it. They feel that sometimes they mispronounce the words in a way that audience may not understand them. That's why they keep asking about the pronunciation of new words so that they can be sure they are in the right way to a perfect and a native-like pronunciation.

Therefore, we decided to set a purpose of the lesson which is to master the pronunciation of consonant clusters in initial and final positions since we noticed that most students face the challenge of pronouncing consonant clusters because we don't have them in our Arabic language. This matches what Celce & Goodwin say, "These sequences of consonants can present a challenge for speakers of languages that have a strict CV pattern with no clustering….."(p.82)

The purpose of the paper is to highlight one of the major problems which our students face when they speak English. It is the production of English words containing initial or final consonant clusters. Finding the problem is not enough, so to find best solutions, by presenting new activities, is a great motivation to us. We want to help them to practise saying clusters without frustration but with full enthusiasm to do it. So, we agree with Janet Goodwin's point of view that "In teaching pronunciation, the goal of instruction is three fold: to enable our learners to understand and be understood, to build their confidence in

entering communicative situations, and to enable them to monitor their speech based on input from environment"(p.117).In this paper, we will first describe consonant clusters. Then, we will contrast it with potential challenges for Jordanian students, and discuss why this feature is a pedagogical priority. After that, we will introduce the new learning point, and a lesson plan with a copy of the lesson itself and detailed procedures followed by pronunciation activities. Finally, we will state our own comments in the conclusion.

2. Planning the lesson:

According to Celce & Goodwin, consonant clustering occurs when "two or more consonants occur in sequence in syllable-initial or syllable-final position. In word-initial position there are many clusters of two, the first sound is /s/ or the second one is an approximant /l/ /r/ /w/ /y/; in some instance both conditions hold /sn/ /sp/ /sk/ /pl/ /pr/ /kw/ /hy/ /py/ /sl/ /sw/." (p.81). He stated that " initial of three consonant is always s, the second sound is a voiceless shop (i.e., /p, t, k / and third is …… /l, r, w,y/)". p.81. We totally agree with them that clusters can contain two, three, or four consonants, and many of them are" the result of adding a plural /s,z / or past tense /t,d /" . So, some final clusters are caused by the rules of grammatical structures or points. (P.82)

When Arabic students read some consonant clusters, they insert vowels either initially like "istrong" for strong or finally as "placid" for placed. That's what smith, Bernard (2001) emphasized (p.198). It's exciting to find in books what is in real! Our students in Jordan do this adding of vowels when they find it difficult to pronounce words with consonant clusters. They do really insert a vowel to simplify saying or reading English words including consonant clusters. Therefore, it is recommended for us to focus on such a challenge since it affects their attitudes negatively when they speak English.

Whenever they find themselves unable to pronounce the words like native speakers, they feel frustrated, depressed, not motivated to communicate with English speakers.

Consequently, no oral production can occur. As a result, taking into consideration such an obstacle can solve a part of or the entire problem.

<table>
<tr><td>Teacher:
Kholood, Zeina</td><td>Level :
Intermediate</td><td colspan="2">Date: 1/10/2008</td><td colspan="2">Lesson length : 90 m</td></tr>
<tr><td></td><td></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td colspan="6">Main aim of the lesson: To read a passage about cities and the design of cities and identify new vocabulary</td></tr>
<tr><td colspan="6">Other aims : To practice listening and speaking skills focusing on consonant clusters</td></tr>
<tr><td colspan="2">Language to be taught and practiced</td><td colspan="4">Work on Skills</td></tr>
<tr><td colspan="2">Function : Describing cities</td><td>Reading
√</td><td>Listening
√</td><td>Speaking
√</td><td>Writing
√</td></tr>
<tr><td colspan="2">Lexis: enormous, architecture, alleyways, incredible</td><td colspan="4" rowspan="3">Sub skills:
Reading for gist.
Read to answer comprehension questions.
Read to guess the meaning.
Listen to recognize consonant clusters.
Listen to check pronunciation.
Speak to answer questions
Speak to give peer feedback.
Speak to form sentences (work in group).
Write sentences and answer to questions.
Integration of skills:
Integration is found in the explanation of activities: prediction, perception, analysis, controlled and communicative.</td></tr>
<tr><td colspan="2">Pronunciation: consonant clusters
Streets / ts / winds / ds /
Cool /ld / trains /ns/</td></tr>
<tr><td colspan="2">Potential Problems:
Ss may have pronunciation problem in producing consonant clusters by inserting a vowel.</td></tr>
</table>

3- Structure of the lesson:

A. Introducing the new learning point

We are going to present a reading lesson about the design of cities. Then, we are going to integrate pronunciation activities dealing with consonant clusters in the lesson with the four skills practiced in the lesson.

Lesson Plan: Overview

(The format of the lesson Plan is adopted from "How to teach pronunciation" by Kelly, Gerald (2000))

The design of cities (Adopted from Action Pack 9 p.34)

"To ancient travelers, arriving at a city was an **incredible** experience. They would see enormous walls rising up. People came and went through **gates** –in times of war, the gates were **closed**. The architecture of cities **reflects** the climate. **Streets** were built so they were **cooled** by **winds**, or protected people from sun and rain. All cities have a network of streets, so people, goods, water and information can flow easily .Modern Cities have wide **roads**, fast tramways and underground **trains**. But ancient cities had narrow streets and alleyways, some of which were only as wide as a man."

Procedures:

1. Ss look at the picture and describe it.
2. Ss answer pre-reading P.35 questions (Ninth Grade book):

The Pre-reading question: 1) Work in pairs. Are any of these places near your school or home? Describe where they are.

Factory Library hospital sport centre supermarket shopping centre museum Office blocks petrol station bank university theatre mosque.

3. Ss read silently to get the gist or the idea of the passage and answer the questions.
4. T asks questions about the passage, and then Ss read again to answer the questions in pairs.

5. Ss guess the meaning of new vocabulary: enormous, incredible, alleyways, architecture.
6. T writes the meaning on the board.
7. T writes words for pronunciation

1- Incredible 2- Closed 3- streets 4- roads 5- reflects 6- cooled 7- Winds 8- Trains

B) **Prediction activity:**

Ss are divided into groups and each group predicts the pronunciation of each word. Some of them are expected to say:

1- inc /e/ redible
2- clos /e/ d
3- /i/ streets, street /i/ s
4- road /e/s
5- Reflect/i/s
6- Cool/e/d
7- Wind/i/s
8- Train /i/ s, /i/trains, T/i/rain
9- Gat/i/s

c) Perception activity

T pronounces the words correctly and asks the students as a whole to repeat after her. (She can play a game: T presents hand gestures to rise up their voice when they pronounce the words). Then, each student pronounces them individually and loudly:

1- Incredible
2- Closed
3- streets
4- roads
5- reflects
6- cooled
7- Winds
8- Trains
9-Gates.

d) Analysis activity

T explains to Ss that when we have 2 consonants or three or four without a vowel, we call this consonant cluster, they could occur initially or finally.

*Ss classify the words above (1-9) into initial and final position clusters.

Initial clusters	Final clusters
Train	reflec**ts**

E) Controlled activity

Streets /ts/ | cooled /ld/ | winds /ds/ | trains /ns/

*Ss Listen to the tape recorder, and then classify the words

Tempts, grounds, goods, killed, runs, stands, creates, tents

Feedback: peer feedback

Students correct their answers in pairs. Then, T repeats the cassette again to check their pronunciation.

F) Communicative activity

***Students work in groups to form a sentence on each word in the box below :**

Streets, cooled, incredible, roads, reflects, trains

They exchange the sentences with other group

Feedback: Each group selects a leader to write the sentences on the board to be corrected by the class as a whole.

4. Conclusion:

In this paper on consonant clusters, we tried to focus on a significant pronunciation problem to our students, and to exploit a lesson in their textbook to enrich it with different pronunciation activities so that much practice can lead to a better production of speech. Since we've noticed the importance of discussing such a pronunciation challenge to our students, we are looking forward to introducing new strategies, in the future, which native speakers use to simplify final clusters. What motivates us to think of this is our reading on this subject in "Teaching Pronunciation" by Celce & Goodwin. We'll apply the activities mentioned in this paper this year with 9th grade so that we can see their effects on the improvement of students' pronunciation of clusters.

Reference

1- Celce – Murcia, M., Brinton, D. & Goodwin, J.(1996). Teaching pronunciation. (p81,82) Cambridge: Cambridge University Press.

2- Goodwin, |J. (1991). Teaching Pronunciation. In M.Celce-Murcia(ED), Teaching English to speakers of other languages (3rd ed.) p.117.Scarborough, Ontario: Heinle|&Heinle Thomas Learning.

3- Smith, B (2001) Arabic speakers. In M.Swan of B.Smith (Eds), Learner English (p 198), New York: Cambridge University press.

4- Kelly, G. (2000) How to teach pronunciation (p24) London: Longman.

5- 5.Julia Starr Keddle & Martyn Hobbs, Action Pack 9, York Press, 322 Old Brompton Road, London SW5 9JH, England, 2007

2 - Improving fluency

Introduction

I have been an English teacher for 3 years. So far, I have found that one of the real problems that most of my students face is ‘oral fluency’. In other words, they are not intuitive to talk and they don’t like to talk, even those who can do it. Therefore, I want my students to experience talking and expressing themselves in English without the feeling of fear of making mistakes, since I know how much it’s important to practice speaking fluently outside the classroom; in real life situations. In fact, I want to find much better things to try with my students. I don’t want to give up!!

Analysis

Oral fluency is the main goal in teaching the productive skill of speaking. It’s defined by Byrne Donn(1976) as “the ability to express oneself intelligibly, reasonably accurately and without too much hesitation.” To achieve this goal, I need to bring the students from the stage where they are imitating a model, or responding to cues, to the point where they can use the language freely to express their thoughts.

Actually, I need to differentiate between 2 terms: Accuracy and fluency. According to **Byrne Donn(1976)**, accuracy means “the mastery of language system” while “fluency derives from the experience of trying the language out for oneself”. Our task, in trying to meet the needs of learners is to have a balance between these two aims so that, finally, the learners are able to communicate adequately. He suggested the following diagram which recommends that we need to pay attention to both terms at different stages:

Elementary	Advanced
Focus on accuracy Fluency	Focus on fluency Accuracy

Speaking activities and processes:

Harmer Jeremy (1998) mentioned fluency- focused activities like

1- "***Information gaps":*** One popular information – gap activity is called

a) "Describe and Draw". In this activity one student has a picture which she must not show her partner. All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the artist will ask questions. (elementary/intermediate)

b) "Find the difference": Students in pairs each have similar pictures, but with differences. Through talking to each other, they have to discover the differences without looking at each other's pictures. (elementary/intermediate)

c) "**Complete it"**: This activity is added to this category by **Byrne Donn (1976).** Each player has a picture. Each picture either shows the same scene from different angles or forms parts of events. The players, who cannot of course see one another's pictures, talk to one another until they have built up the complete story. They then show one another their pictures so that they can check their version of it.

2- "***Opinion gap games":*** are suggested by **Byrne Donn (1976)**

a) "**Use it":** I need for these game two sets of cards. The cards in the first set show occupations. The cards in the second set show objects which the players have to make use of in connection with their occupations. Both sets are placed on the table in front of the players. Each player takes an occupation card and, and decides what his job is. The players tell what they are. Each player in turn then takes one of the object cards and says how he would use it in his work. If the players are satisfied with what he says, he keeps the card. If they do not accept his idea, he must put the card back on the table.

b) "The Bus Game": The student will need a board divided up to represent the seats on a bus, with the driver at the front. On the other hand, they need a set of passenger cards (showing at least the faces of the people and their names). Some of the passengers should be related e.g. I might have a family consisting of Mr. and Mrs. Ali and their son, Rami. The cards are divided up among the players, who then take it in turns to seat their passengers on the bus. Each player must say, therefore, where his passenger is going to sit and why.

Byrne Donne (1976) suggested the following **guidelines** for such activities:

1- Select the suitable activity.
2- Explain it carefully.
3- Provide adequate rehearsal.
4- Monitor the students' performance.
5- Provide feedback.
6- Keep a record or a note.

3- ***<u>Surveys (elementary)</u>*** are emphasized by **Harmer Jeremy (1998).**

I think that this activity can be done within the 9th grade textbook. There's a lesson called "the Olympic Games", I can let my students activate all their knowledge of simple present, for example, to speak about their favourite kind of sport.

Sport Questionnaire

- What kind of sport do you like?
- Do you

	yes	No
Play tennis?	☐	☐
Swim?	☐	☐
Dream to be an athlete	☐	☐

If you answer yes, describe why?

____

Harmer Jeremy (1998) considered them very useful especially if the students plan these questionnaires or surveys themselves.

The students go round the class questioning other students and noting down what they say. While they are doing this, the teacher listens and prompts when necessary and then gets them to tell the class of any interesting reason.

Motivating students to get up and walk around talking to other friends has many advantages. It breaks the routine, allows people a bit of physical movement, and provides a welcome variety of interaction.

4- Discussion (intermediate/ upper intermediate)

According to **Harmer Jeremy (1998),** the first thing we have to remember is that people need time to collect their ideas

before any discussion. We can discuss with our students the topic, then the students discuss it in groups, then we can ask for an opinion from one of the groups. When a student has given it, he encourages other students to ask questions about that opinion. He then asks a different student to say what can be done about it, and that student, in turn, is questioned.

5- Role play

Many teachers have found that quiet students speak more freely when they are playing a role. **Harmer Jeremy (1998)** found that "role-play activities are those where students are asked to imagine that they are in different situations and act accordingly."

Procedures of role play are written in the **Teacher's Book 4 for 8th grade**:

1- Give out the sets of cards to the groups of the students.
2- Choose one group and ask the individual student in it to read their different roles aloud to the class.
3- Teach the important new words.
4- Check understanding of the situation by asking simple questions.
5- Demonstrate the role play by taking one of the roles.
6- Let the students, whose role we took it, come to the front of the class and act it with the student who is already there.
7- Demonstrate the other roles shown in the card in the same way.
8- Let the students act out the roles in groups. Go round the class listening. Do not correct most mistakes immediately, especially grammatical ones, as fluency is more important than accuracy, for this activity. If a group finishes, and there is time for much practice, change the role round within the group.

9- At the end, we may wish to choose the most successful group to perform their role play for the rest of the class.

The **problems** encountered by students when dealing with fluency can be stated under three headings:

1- **Linguistic**: because they are school student, they are not expected to have rich language to express themselves smoothly. So while they are talking, they suddenly stop to remember the suitable word to pass the message.

   Solution: Byrne Donn (1976) pointed out that "students must be given opportunities to try out the language for themselves and to make the best use of what they know in a variety of situations. As for mistakes, it's better that they should occur in the classroom, where they provide feedback or remedial teaching".
   I totally agree since our students need to be encouraged all the time. Also, I can talk to them to let them know that they have to think in English rather than in Arabic. Translation may mislead them and consume their time.

2- **Psychological**: some of them may be shy to speak, or may be afraid of committing mistakes, especially those who get high marks in the writing skills, or may not be so self-confident to express their opinions especially those who get low marks in reading or writing, or they don't want others to make fun of them.

   Solution: According to **Laroy C.(1995),** it is essential to enhance learner confidence. Therefore teachers should make sure that our students feel we expect them to succeed. It is significant that they should participate in setting their personal agenda for improvement. It is also

essential not to consider looking for improvements as signs of weaknesses. So, we should abandon repetitive correction so that we create a more relaxed atmosphere.
I think that worrying about mistakes is the main problem here. Therefore, if we remove the reasons of such a problem by motivating them, simplifying topics, selecting activities which arouse their interest and repeating activities from time to time, we can help our students overcome this obstacle in front of them.

Cognitive: In my opinion, our textbooks are fine but they need to include more speaking exercises. Role cards, which are supposed to be supplementary materials to the textbook, are not always available. Even some of those who are available are above our students' level. Therefore, many teachers cancel speaking activities with role cards.

Solution: According to **Byrne Donn (1976**), if information is needed to arouse a talk, it can be provided through a text (heard or read) or through a pictorial aid. What we are especially concerned with is not what the students know but their opinions and reactions. In addition, if we are searching sources of talk, we can take them from reading or writing activities.

In fact, I like a suggestion in **JALT Journal** on internet, under the title **Teaching Speaking: Suggestions for the Classroom**, which says

"First the learners choose a topic or are given a topic with which they are very familiar. The first time that learners use this technique it may be best if the topic involves recounting something that happened to them. This is because the chronological order of the events will make it easier to recall and repeat because the time sequence provides a clear structure for the talk. The learners work in pairs".

Actually, we should maintain organization and clear statements in the classroom. Checking that the task is achievable in the time we've given them is needed. That's what is emphasized by the **TES (2000 p.169).**

Conclusion:

- Oral fluency is the ability to express oneself without hesitation.

- We, as teachers, should work hard to meet the needs of learners which are to have balance between fluency and accuracy.

- We should add our own touch to the textbook by including extra speaking activities that enrich and supplement the text.

- Varied activities and simple topics are extremely important to cater for individual differences.

- We should avoid repetitive correction or interruption so that we create a more relaxed atmosphere.

- Our students need always to be encouraged, motivated and shown how to make the best use of the little they know.

Reference:

1- Byrne Donn, 1976, Teaching Oral English, Longman, England.

2- Cobb David &others, 1988, Teacher's Book 4, Longman, England.

3- Harmer Jeremy, 1998, how to Teach English, Longman, England.

4- Laroy C., 1995, Pronunciation, OUP, Oxford.

5- TES (the Times Educational Supplement), 2000, 2000 Tips for Teachers, Stylus Publishing Inc., USA.

6- http://www.jalt-publications.org/tlt/files/97/jan/speaking.html.

a. (Teaching Speaking: Suggestions for the Classroom)

Using Dictionaries

Dictionaries As A Teaching Resource

Benefits of using Dictionaries in the Classroom:

In fact, dictionaries are so useful to our students; they can do more than simply give the meaning of a word, they can include lists of irregular verbs, maps and pictures. According to Wright Jon (1998), firstly, they can serve as a focus for communication and interaction in the classroom. Secondly, dictionaries provide an extra source of information, and adds variety to lessons. Thirdly, they allow the teacher more time to provide individual guidance and support.

Cambridge sol website considers dictionaries as a way of developing autonomy and confidence in the learner.

Constraints of Using Dictionaries in the Classroom:

Actually, students can’t usually decide the type of dictionary to choose. Also, the exact word in the dictionary is not found directly in the dictionary like: ***impossibly***. In addition, some students always ask about the information given about a word like some special codes and symbols for grammatical and phonological information. Finally, sometimes students face problems in using the words directly after reading the definition.

Why did I choose this resource?

In fact, I chose dictionaries because I've never used them in my classroom! I used to consider them as a waste of time in my lessons. So, I decided to read about them and how I can use such a resource with my students. After researching, I found lots of interesting activities using dictionaries which I hope to apply with my students. I was surprised that dictionaries can be ice-breakers, a strong means of self-assessment especially in dictation and a rich and varied resource for communicative activities.

On the other hands, I think that my students in the 9th grade for next year need to improve their dictionary skills and use the dictionary to check written work.

A lesson plan
The lesson: Shakespeare's Theatre
Lesson Duration: 45 minutes
9th Grade

• AIMS	PROCEDURES	TIMING
• To work out meaning from contexts. • To develop tolerance for unknown vocabulary.	1- T warms up students by asking about Shakespeare: "Who is he?" "When was he born?" 2- T asks ss to look at the picture and say what they can see. 3- Ss read the whole text to get a general idea of the topic and look for something attractive: like an image, unusual fact and new vocabulary.	5m 5m 5m

• To identify the main ideas in the text. • To identify new vocabulary using their dictionaries. • To form sentences using the new words.	4- T asks ss to say in front of the class their main ideas so that they can share them. (They can find them by answering each pre-reading question).	3m
	5- T asks ss to look back through the text and underline the words that are new to them without dictionaries.	5m
	6- Each group says their lists of words with others by announcing them.	2m
	7- T allows each group to check seven words. First, they must agree which seven words they want to look up.	3m
	8- One student from each group writes the seven words they have chosen on the board. (They can write in the grid).	2m
	Ss pronounce the words correctly.	7m
	9- T gives each group a dictionary (if they don't have with them) and allows a few minutes for the ss to check their chosen words.	5m
	10- One student from each group writes the meaning of one word on the board until all the words on the board are explained.	3m
	11- T distributes one word to each group to write one full sentence, they can use their dictionaries.	

Reference:

Wright Jon, 1998, Resource Books for Teachers\Dictionaries, Oup, Oxford

http://www.cambridgeesol.org/teach/yle/activities/using_dictionaries.cfm

Cob David & others, 1989, Petra students' book 5, Longman Group Limited, England

Using Dictionaries

Encouraging the use of dictionaries is an important part of helping children to learn a language. It is something that will help them with their learning throughout their education. Provide a range of young-learner-friendly dictionaries in your classroom and where possible, encourage parents to buy one for their children to use at home. You can also find websites with picture dictionaries. Children should be encouraged to use them during class time and at home as a way of promoting their learning; one of the most positive aspects of being able to use a dictionary is that it helps to develop autonomy and confidence in the learner.

You can start with sets of picture dictionaries for younger children and move on to English-English dictionaries once the children become more proficient.

Classroom Ideas

Here are some ideas on how to use dictionaries in the classroom:

- Children can make up their own picture dictionary. The picture dictionaries could be simply a picture with the word written next to it for young children. For learners with a higher level of English, you can include more language by getting them to write a sentence or a definition next to the picture.

- Provide dictionaries when the children are doing group or pair work. You can use dictionaries that focus on picture support and progress to dictionaries that provide written definitions when the children are at an appropriate level to cope with less support from pictures.

- Make up a questionnaire about the elements in a dictionary to introduce how to use one. This could be a way to develop their awareness of the content and teach the children how to get the most out of a dictionary.

- Get the children to check their spelling by using an English dictionary.
- Using picture dictionaries, get children to find one new word they'd like to learn and to check its pronunciation with you. They can then practise using this word or 'teach' it to their classmates.
- Using dictionaries is a good way to build up basic reading skills; at the lower levels learners have to recognise letters and learn about spelling patterns; once they have progressed onto English-English dictionaries, they need to read and understand simple definitions, as they do in the Cambridge Young Learners English tests.
- http://www.cambridgeesol.org/teach/yle/activities/using_dictionaries.cfm

The Transfer of The Effect of Training into Classrooms

1- " My Experience As A Coach"

Name: Zeina Al-Abdallat
English Teacher for 8th and 10th grades
Princess Rahmeh Bent Al-Hassan School

"Don't fear **change**, embrace it." Anthony J. D'Angelo,

I start my essay today by this proverb since I strongly believe that the **change** I adopt in my life can be effective only if I have positive thinking and a true well to convert all passive thoughts operated in my mind into active ones! In other words, the thoughts and actions I want to change must go through many stages to make it developed and found in reality.

According to the **change** I can make in my teaching is the development of the strategies I use in my class, the variety of activities, the motivating environment I can create in my class, the **change** of both my role and the students' roles and the numerous abilities I can exploit in my students.

The workshops I took affected my way of teaching in a way that I concentrated on using e-learning, group work, pair work, games, active learning, brainstorming and a talking book. In only 8 weeks, I tried to transfer the effect of training directly into class so that I could learn from the obstacles that might occur while applying different tasks and methods with my students. Actually, what helped me in adopting such a **change** was the respectful relationship I have with my students, the facilities I have in my school and the co-operative principal who supports me to be an important **element of change** in the whole school.

I've decided to coach my colleague in using a mind map as a tool of thinking and learning by brainstorming students' ideas about a specific topic. My colleague is an English teacher who teaches 3rd, 4th and 9th grades. She is co-operative, responsible and ready to improve her teaching strategies and her role in the

class, that’s why I chose her to be an important **element of change** in the school! When I told her that I need to coach her on a strategy I took in my workshops, she felt excited although she was busy in preparing, correcting and evaluating her students!

She told me “Although I have lots of things to do and I have few free breaks I am eager to know what you are learning in the workshops you attend”.

When I started telling her about the mind map, we had a great discussion about the different techniques she uses to brainstorm her students’ ideas like “Asking questions to the class” .She either writes the questions on the board or says them orally.

After I trained her in using a mind map, I decided to attend a class where she applied it as a warming up activity. In fact, I was surprised when I found another colleague attending the class.

The lesson was titled “What was the weather like?” She drew a circle in the center and wrote word “weather” inside it. Students said many words like: rainy, cloudy, summer, spring, autumn, winter, cold, warm and hot. She showed them a flash card about “temperature” and asked a student to draw a picture of “clouds” beside cloudy, and a picture of sun beside sunny. I liked the students’ interaction especially when they drew pictures on the board.

I asked the colleague who attended the class with me, about her impression on the English class she attended with me about the weather. She said, “It is amazing to use such a tool with the student, I am going to use it tomorrow inshallah”.

My experience as a coach was rich since I didn’t only train my colleague in using a new tool in the class but I gained some skills to be a coach in my lovely school!

2 - My impression about applying the web Quest

Advantages

What I really liked in the web Quest is the deep information my students can get after they experienced doing it. In other words, my students were able to answer many high thinking skills questions after they surfed net, answered the worksheet, accomplished their tasks and listened to other groups. Actually, I asked my students after the class about their opinions about the lesson. They said that the lesson was really different and the websites enriched our knowledge about the subject (the brain). They felt excited since each group has the role of presenting their knowledge in front of other groups. Personally, I liked their participation when I asked questions for feedback. And I appreciated the value of applying the web Quest. I liked it very much.

Disadvantages

Although the websites were appropriate to their age, there were some difficult words because all the websites were in English language. I think I could solve this problem by explaining these words in context. On the other hand, preparing a web Quest needs much time from me to prepare and much time to apply. The problem here is not in the web Quest but in the load I have as a teacher.

The only challenge I had was the time limitations in both preparation and implementation. It took 3 lessons to

accomplish the tasks, and this could affect the annual plan. It wasn't easy at first to prepare such a lesson since it needed hours and hours to be finished (but I think it's only difficult for the first year, the second year, it will save my time). Thanks to Allah, my headmistress, the technician in the lab, and my students are so co-operative and ready to help in need, so the application difficulties were not serious and they were under control.

3 - My experience in planning a co-oper a live lesson

In the past I used to hate using co-operative learning since I felt that the class discipline will be out of control. Although I took many teaching training courses which emphasized on collaborative learning, I wasn’t convinced to use it until I lived the experiences of being a member in a team in the workshops Then; I noticed the high quality of learning I got there. So, I wanted my students to live the same experience. I enjoyed it and my students did, too.

4 - My experience in designing lessons based on problem solving and the seven hats

Designing tasks &activities based on problem solving by using ICT

One of the most interesting topics I learned in workshops is "problem solving". I like the idea of integrating education with technology. In the workshop, I didn't feel the time at all. We worked in teams, and each one in the team has a role. When I applied the lesson with my students, they were so interested in doing the activities. They used their high thinking skills in answering the questions.

The ability to design lessons depending on the 7 hats.

I liked this strategy so much. I was interested in the workshops when we worked in groups to design lessons depending on the seven hats. When I told the students about the idea of the seven hats, they were so glad and happy to apply such a strategy in their lessons and they wished to apply it not only in English but also in all the subjects. I did a workshop for the teachers in the school, and a teacher applied it with her students in 9th grade in a lesson called "different jobs".

5 - My experience in integrating ICT in teaching

Introduction

When we fill our life with rich experiences, we can feel the great challenges we could face in hard situations!! Although I faced many obstacles in **integrating ICT in teaching**, I gained lots of benefits from the different kinds of technology tools I can use with my students. The obstacles were only the time limitations and the burden of work at school. Each theme had a different taste!!. What made the experience remarkable was the integration not only between different subject at school but also between the ICT and the new methods of teaching.

Its effect on my students

My students were so interested in surfing the net when they did the Module Online Research, they felt responsible of their learning when they traveled through the oceans of knowledge in the different websites to accomplish their tasks in the Web Quest. Their view to English Language changed in a way that they could relate the subject they are taking to their own real life. Also, they became experts in integrating English with other subjects like science and Social Studies!! I remember that I asked them once about the integration of the lesson about "Communication" with other subjects, and they answered me: " Yes teacher, we took this lesson in computer and Arabic Language" Since then, every lesson we take, they started the lesson by telling me about the horizontal integration with other subjects!! I like their enthusiasm to learn and their love to the English Class. And that's to me the best feeling I can get as a teacher.

A Success Story

A Success Story

When I was a child, I dreamt to be teacher. I used to gather my cousins and neighbors to give them a lesson on my sweet board which I really loved. My dream was developing day after day until I had to make a decision what to study at the university.

I was so enthusiastic to study English field- teaching at the Hashemite University.

My experience as a teacher started in my 4th year at the university when I was trainee in one of the unforgettable schools in Zarqa. Fortunately, I was trained by a very kind teacher who was teaching at that time 9th grade. I took it seriously starting from the first day. I never hesitated to come twice a week to the school with full preparation and great well to teach and absorb all the characteristics of a successful teacher. I can't forget my professor's words when she attended a class to me: " Zeina, your students will feel interested in your classes! Your love to teach will drive you to an amazing future in teaching inshallah". I appreciated her encouragement to me especially when she put to me the highest grade among my colleagues: an: "A".

Two years later, I was appointed in the same school where I was trained in. I was so glad and excited to meet the same stuff again, and to teach the same students! Although the distance is far away 45 minutes from my home, I didn't feel the time in the bus since I spent it in either reading Qura'an or in preparing for my classes more and more or in correcting students' papers. Later, I was transferred into Shmeissani – my current school " Princess Rahemh Bent Al-Hassan" which I am so loyal to now!

How do you expect my feeling in the first day in it to be? Actually, it was a mixture of fear and excitement! A fear from the whole change!

يحتوي هذا الكتاب على دروس محوسبة تعتمد على أسلوب حل المشكلات والرحلات المعرفية والتعلم التعاوني والرحلات الافتراضية كما يحتوي على أبحاث علمية في الغرفة الصفية وعلى تجارب في نقل أثر التدريب إلى الصف.